TPCASTT

**T-title**:  The meaning of the title without reference to the poem. Before you even think about reading the poetry or trying to analyze it, think about what you guess the poem might be about based upon the title. Often time authors hide meaning in the title and give clues in the title. Jot down what you think this poem will be about

**P-paraphrase**:  Put the poem, line by line, in your own words.  DO NOT READ INTO THE POEM.  Only read on surface level. Before you begin thinking about meaning or tying to analyze the poem, don not overlook the literal meaning of the poem. One of the biggest problems that students often make in poetry analysis is jumping to conclusions before understanding what is taking place in the poem. When you paraphrase a poem, write in your own words exactly what happens in the poem. Look at the number of sentences in the poem—your paraphrase should have exactly the same number.

**C-connotation**: looking for deeper meaning. This term usually means that you are just looking at the emotional overtones of the words used, for this part look for any and all poetic devices. Try to figure out how these devices create more of a meaning, of an effect, or both in a poem. You might think about:

* Mood
* Allusions
* Punctuation
* Point of view
* Diction
* Figurative Language
* Sound Devices
  + Symbolism
  + Imagery
  + Metaphors and similes
  + Alliteration
  + Assonance
  + Consonance
  + Onomatopoeia
  + synedoche
  + Rhythm
  + Rhyme and Rhyme Scheme
  + End Rhymes and internal rhymes

**A-attitude**: Looking for the author’s tone.  How is the writer speaking? Having examined the poem's devices and clues closely, you are now ready to explore the multiple attitudes that may be present in the poem. Examination of diction, images, and details suggests the speaker's attitude and contributes to understanding. Remember that usually the tone or attitude cannot be named with a single word. Think *complexity.*  Don’t confuse the author with the persona in the poem. However, by looking at the speaker in the poem, sometimes you can figure out what the author’s attitude is about the subject.

**S-shifts**: Looking for shifts in tone, action, and rhythm.  Do not just write the number.  Discuss how the shift(s) affects the poem. Rarely does a poem begin and end the poetic experience in the same place. As is true of most us, the poet's understanding of an experience is a gradual realization, and the poem is a reflection of that understanding or insight. Watch for the following keys to shifts:

* key words, (but, yet, however, although)
* punctuation (dashes, periods, colons, ellipsis)
* stanza divisions
* changes in line or stanza length or both
* irony
* changes in sound that may indicate changes in meaning
* changes in diction

**T-title**: reevaluate the title as it pertains to the poem

**T-theme**: What does the poem mean? What is it saying (about the human experience, motivation, or condition)?  How does it relate to life? What subject or subjects does the poem address? What do you learn about those subjects? What idea does the poet want you take away with you concerning these subjects? Remember that the theme of any work of literature is stated in a complete sentence.

**Directions for doing the TP-CASTT**

**Do the T and P by yourself without talking.**

**Get with your partner and go over the paraphrase. Try to come to some agreement on what the poem actually says.**

**Do the CAST with your partner.**

**Get together with another pair of students and go over the CAST together. After you have explored these possibilities together, try to come to an agreement on the possible theme—the final T.**

**Each group of four will share out to the whole class.**

**Poetry Analysis—TP-CASTT**

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| **T** | **Title** |  |
| **P** | **Paraphrase** |  |
| **C** | **Connotation** |  |
| **A** | **Attitude** |  |
| **S** | **Shift** |  |
| **T** | **Title** |  |
| **T** | **Theme** |  |